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ABSTRACT

To obtain quantifiable employment information and identify training weaknesses of former vocational technical students, a comprehensive follow-up questionnaire was developed and validated. The new questionnaire, after review and revision, was field tested, using twenty-five randomly selected former students (placed in occupations related to their training) and twenty-two of their supervisors. Respondents were asked to identify ambiguous words, questions, etc; respond to each applicable question in terms of questions and scale values; offer program improvement comments; and rate ten question categories from most to least important. Several of the findings were (1) to avoid late returns it is advisable to collect responses at on-site visitation; (2) response rate, validity, reliability (.778), and comments indicate questionnaire is appropriate for the intended purpose; (3) the nine-point rating scale and "not applicable" option produced sufficient variance to provide useful data; (4) a questionnaire user's guide is needed; and (5) former students' supervisors should be the questionnaire respondents. It is recommended that, following revision, the questionnaire be put into immediate use for on-site follow-up; a user's guide be developed and disseminated; and twice yearly instructors should answer the questionnaire for self-evaluation. (Four other recommendations are offered. Appendixes contain the Appalachian Regional Commission evaluation form, on-site follow-up forms, and field validation form.) (CSS)

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TECHNICAL REPORT
OF
AN EVALUATION / FOLLOW-UP SYSTEM

Developed through a grant
from the
Appalachian Regional Commission

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I. INTRODUCTION

Pickens Area Vocational-Technical School has conducted various student follow-up studies in order to determine the placement and advancement experiences of former students. These studies usually focused upon the type of job the student was holding and the degree to which the job was related, closely related, or unrelated to the area of the student's training. Additional information was collected regarding starting salaries and present salary status.

One limitation of previous studies was a lack of detailed and quantifiable data which could be used to isolate weaknesses in the training students received and areas of the training which needed more emphasis. Also, little information was gathered from follow-up studies which provided information about the relevance of what is being taught and the relative importance of the categories of instruction, i.e., manual skills, mathematical abilities, human relations, work habits, and attitudes.

A lack of definitive, quantifiable, and job-based information, and the need for such information, led to the development and validation of a more comprehensive student follow-up questionnaire with a focus upon the improvement of instruction. This report will focus upon the development of a new follow-up questionnaire, the recommendations for improvement of the questionnaire, and methods and suggestions for school supervisor/instructor utilization of the data.

II. METHODS AND PROCEDURES

A. Study of Existing Questionnaires - Questionnaires used in student follow-up by Pickens Area Vocational-Technical School were reviewed in terms of quality of questions and the type of data collected as a result of the questionnaire responses. During this analysis, weaknesses of three basic types were detected in the instruments: (1) ambiguous questions, (2) the use of conjunctions in questions, and (3) too few questions to produce a reliable group of responses upon which conclusive results could be stated. These data collected by use of the questionnaires could be considered useful, but reservations were necessary about the inferential capability of the data to either students or programs. Initial versions of the student follow-up questionnaires are included in this report as Appendix "A".

B. Development of a New Follow-Up Questionnaire - The study of previous follow-up questionnaires pointed out conclusively that a new questionnaire was needed and that a comprehensive validation procedure should be undertaken to ensure that the questionnaire would collect needed information so that the nature of the data would be reliable, job-based, and inferential.

A limited study was made of the Texas Student Information System and the Kentucky Student Follow-Up System to provide a beginning point for developing the new student follow-up

questionnaire. Selected books and periodicals were reviewed for possible input to the study.

The first draft follow-up questionnaire was developed and reviewed by selected administrative and instructional staff members of the Pickens Area Vocational-Technical School. Their written suggestions were received, summarized, and reviewed before the first draft follow-up questionnaire was revised and prepared for use in a field validation activity. The field validation version of the new student follow-up questionnaire is included in this report as Appendix "B".

C. Selecting Student and Supervisory Participants for the Field Validation Activity - Thirty-five students were selected from the records of the office of the Coordinator of Placement and Follow-Up Services at Pickens Area Vocational-Technical School. These students were selected across instructional programs and consisted of those who were placed in an occupation directly related to their training. The listing, composed of the 35 students and each student's immediate supervisor, included the name of the former student, supervisor's name, name of the company, address of the company, and telephone number of the company.

D. Method of Contacting and Obtaining Responses - The former students and their immediate supervisors were contacted by telephone for the purpose of explaining the questionnaire and the importance of the responses for program development and improvement at Pickens Area Vocational-Technical School. Then on-site visits were made to companies selected for the study. Explanation of the questionnaire, method of responses,

and the need for their critique of the questionnaire were discussed with the former students and their immediate supervisors. A questionnaire was left with each student and the student's immediate supervisor for completion. A postage-paid return envelope was furnished for mailing completed questionnaires back to Pickens Area Vocational-Technical School.

E. Types of Responses Solicited from Participants

Supervisor Responses - During the on-site interviews, the supervisors were asked to provide four types of responses:

1. identify any questions, words, etc., which were vague or ambiguous
2. respond to each question which applied to the former student under their supervision in terms of the questions and scale values
3. offer comments for improving programs, identifying major strengths and weaknesses, and suggesting other questions which should be asked
4. prioritize the ten categories of questions in terms of the most important to least important (by rating that which is most important for the student's occupation with a "1" down to the category which is least important to the occupation with a "10".)

Former Student Responses - The former students were asked to respond to the questionnaire in the same manner in which the supervisors responded. The exception was that the former students were asked to consider how they thought they were prepared to perform on the job in terms of the training they received at Pickens Area Vocational-Technical School. The former students were asked to contrast their answers with their general experiences while making the transition from

school to the job. All other responses were under the same considerations as those of the supervisors.

III. ANALYSIS OF DATA

The data collected using the field test version of the follow-up evaluation questionnaire were processed by the computer at Pickens Area Vocational-Technical School. Computer programs were developed by Mr. Bob Finch and will be modified for use with the revised and validated questionnaire. The primary functions of this analysis of data were to determine how the questions were functioning and to what extent the data provided information for improving programs of instruction at Pickens Area Vocational-Technical School.

A. Data Collected by the Questionnaire

Table 1 provides data regarding the responses by students who participated in the survey. Their mean response rating by question on a nine-point scale is given along with the number of students responding, the standard deviation, and the variance of their responses. Initially, questions with low numbers responding were studied to determine the cause of the low response. It was found that the questions were checked as not applicable by students in the non-trade and industrial programs because these students did not use hand tools, measuring devices, read blueprints, etc. All question response patterns were analyzed to determine the consistency of responses and to identify questions which were not working for one reason or another. Those questions having the higher range of variance were also studied to determine if a polarity of response had occurred at opposite ends of the response scale. Most of the variance was found to be attributable to lower numbers of

TABLE 1

FORMER STUDENT N's, MEANS, STANDARD DEVIATIONS AND VARIANCE

	NUMBER OF STUDENTS	STUDENT MEANS	STANDARD DEVIATION	VARIANCE
Question 1 (Manual Job Skills):				
a. is able to set up equipment	16	6.13	1.67	2.78
b. is able to operate equipment	16	6.38	1.50	2.25
c. is able to use hand tools	11	6.55	1.81	3.27
d. is able to use measuring devices	13	6.39	1.85	3.42
e. is able to select and use materials economically	16	6.06	1.98	3.93
Summary of Question 1:		6.30	1.72	2.97
Question 2 (Practical Job Knowledge):				
a. uses proper job related terms	19	5.84	1.68	2.81
b. possesses basic information to perform job tasks	19	6.47	1.74	3.04
c. is able to locate, select, and use information from manuals, files, documents, or other sources	19	6.58	1.77	3.15
d. applies job information to work processes and procedures	18	6.28	1.71	2.92
Summary of Question 2:		6.29	1.72	2.94

TABLE 1 (Continued)

	NUMBER OF STUDENTS	STUDENT MEANS	STANDARD DEVIATION	VARIANCE
Question 3 (Human Relations Skills):				
a. maintains positive working relationships with co-workers	19	7.16	1.57	2.47
b. maintains positive working relationships with superiors	19	7.16	1.39	1.92
c. maintains positive working relationships with customers/ patients	15	7.27	1.83	3.35
d. accepts constructive criticism regarding job performance	19	6.95	1.62	2.61
e. accepts responsibility for errors	19	7.37	1.50	2.24
f. exhibits a cooperative attitude toward superiors and co-workers	19	7.16	1.39	1.92
Summary of Question 3:		7.18	1.51	2.29
Question 4 (Attitude Toward Work):				
a. attends work regularly	19	7.95	1.35	1.83
b. arrives at work on time	19	7.58	1.58	2.48
c. follows rules and policies of the company	19	7.68	1.34	1.78
d. maintains quality standards for the work	16	7.31	1.45	2.10
e. takes pride in work	17	7.71	1.36	1.84
f. adapts to new ideas, processes and procedures	19	7.05	1.47	2.16
g. promotes the interests and goals of the company	19	7.00	1.60	2.56
h. practices personal hygiene	19	7.47	1.54	2.37

TABLE 1 (Continued)

	NUMBER OF STUDENTS	STUDENT MEANS	STANDARD DEVIATION	VARIANCE
Question 4 (Attitude Toward Work) (Continued)				
i. maintains appearance required of the job	19	7.58	1.43	2.05
j. maintains appearance of the work station	19	6.90	1.56	2.43
Summary of Question 4:		7.42	1.47	2.17
Question 5 (Theoretical Job Knowledge):				
a. is trained in basic principles, theories, and concepts regarding tasks of the job	19	6.84	1.86	3.47
b. uses basic theories and principles as a means of analyzing problems logically	17	6.82	1.85	3.40
c. applies theoretical concepts to solve practical on-the-job problems	17	6.35	1.37	1.87
d. applies basic theories and principles to improve work process	19	6.16	1.46	2.14
Summary of Question 5:		6.54	1.64	2.70
Question 6 (Organizing and Planning):				
a. organizes the work station efficiently	19	6.37	1.54	2.36
b. plans work in a logical step-by-step procedure	19	6.32	1.38	1.90
c. conserves time by logical performance of job tasks	18	6.39	1.29	1.66

TABLE 1 (Continued)

	NUMBER OF STUDENTS	STUDENT MEANS	STANDARD DEVIATION	VARIANCE
Question 6 (Organizing and Planning) (Continued)				
d. conserves materials and supplies	18	6.56	1.62	2.61
Summary of Question 6:		6.41	1.43	2.05
Question 7 (Clerical Skills):				
a. keeps job-related records	15	6.87	1.85	3.41
b. reads and records information from meters or instruments	11	6.73	1.74	3.02
c. collects and provides information for technical or other reports	13	6.00	1.63	2.67
d. prepares requisitions, invoices, charts, tables, or other documents	13	6.69	1.65	2.73
Summary of Question 7:		6.57	1.71	2.91
Question 8 (Reading and Interpretive Skills):				
a. reads and interprets blueprints and shop sketches	10	4.90	0.88	0.77
b. reads and interprets tables and charts	14	6.14	1.66	2.75
c. reads and interprets manuals, handbooks, guides, and other job-related materials	16	6.38	1.71	2.92
d. interprets directions and passes information to others	17	6.53	1.77	3.14
Summary of Question 8:		5.99	1.67	2.79

TABLE 1 (Continued)

	NUMBER OF STUDENTS	STUDENT MEAN	STANDARD DEVIATION	VARIANCE
Question 9 (Communication Skills):				
a. is able to communicate ideas and information in writing to others	17	6.18	1.91	3.66
b. is able to communicate ideas and information orally to others	18	6.06	1.98	3.94
c. is able to combine written and oral communication to others	18	6.06	1.83	3.35
d. is able to develop and use sketches to communicate ideas and information to others	13	5.54	1.76	3.10
Summary of Question 9:		5.96	1.85	3.43
Question 10 (Mathematical Skills):				
a. uses math functions such as addition, subtraction, multiplication and division to solve job-related problems	17	7.53	1.55	2.39
b. uses math to improve job processes and methods	13	6.54	1.51	2.27
c. uses math to compute task steps from blueprints and sketches	12	4.50	1.93	3.73
d. uses math to compute and convert readings from measuring instruments	11	6.09	1.76	3.09
Summary of Question 10:		6.17	1.98	3.92

respondents and a few extreme markings on each end of the rating scale. It was interesting that the students perceived their training for the job to be lacking (comparatively) in the areas of reading and interpretive skills (Question #8) and communication skills (Question #9).

Question #3, Human Relations Skills, and Question #4, Attitude Toward Work, were areas where the former students perceived themselves to be better prepared in terms of their training. Question #8 (a) ("reads and interprets blueprints and shop sketches,") was perceived by the students as the weakest part of their training for the job. An overall rating of 4.90 was given for this question by the students, with a variance of .77. The low variance indicates strong agreement that this weakness exists among those who responded to the question.

Table 2 provides data regarding the responses by supervisors of the former students. The supervisors answered the questions regarding how they perceived the actual performance of the former student in terms of the questions and scale values. The mean values for each question category were basically the same as those of the student. The overall questionnaire average was 6.62 for students and 6.65 for supervisors on a scale of 9.0. Questions categories 8, 9, and 10 were generally the lowest marked by both the students and supervisors. This suggests that the general performance of students was low in the area of the basic skills, i.e., reading, writing, communications, and math. These lower ratings were offset by relatively higher ratings by supervisors in the area of

TABLE 2

SUPERVISOR N's, MEANS, STANDARD DEVIATIONS AND VARIANCE

	NUMBER OF SUPERVISORS	SUPERVISOR MEANS	STANDARD DEVIATION	VARIANCE
Question 1 (Manual Job Skills):				
a. is able to set up equipment	16	6.25	1.44	2.07
b. is able to operate equipment	19	6.26	1.41	1.98
c. is able to use hand tools	14	6.57	1.40	1.96
d. is able to use measuring devices	17	6.24	1.75	3.07
e. is able to select and use materials economically	17	6.18	1.47	2.16
Summary of Question 1:		6.30	1.47	2.16
Question 2 (Practical Job Knowledge):				
a. uses proper job related terms	20	6.30	1.46	2.12
b. possesses basic information to perform job tasks	20	6.40	1.47	2.15
c. is able to locate, select, and use information from manuals, files, documents, or other sources	20	6.40	1.67	2.78
d. applies job information to work processes and procedures	20	6.40	1.27	1.62
Summary of Question 2:		6.38	1.44	2.09

TABLE 2 (Continued)

	NUMBER OF SUPERVISORS	SUPERVISOR MEANS	STANDARD DEVIATION	VARIANCE
Question 3 (Human Relations Skills):				
a. maintains positive working relationships with co-workers	20	7.80	1.24	1.54
b. maintains positive working relationships with superiors	20	7.85	1.35	1.82
c. maintains positive working relationships with customers/ patients	17	7.29	1.49	2.22
d. accepts constructive criticism regarding job performance	20	7.40	1.57	2.46
e. accepts responsibility for errors	20	7.60	1.60	2.57
f. exhibits a cooperative attitude toward superiors and co-workers	20	8.10	1.17	1.36
Summary of Question 3:		7.67	1.41	1.98
Question 4 (Attitude Toward Work):				
a. attends work regularly	20	8.00	1.26	1.58
b. arrives at work on time	20	7.70	1.34	1.80
c. follows rules and policies of the company	20	7.75	1.25	1.57
d. maintains quality standards for the work	20	7.30	1.46	2.12
e. takes pride in work	20	7.60	1.35	1.83
f. adapts to new ideas, processes and procedures	20	7.40	1.50	2.25

TABLE 2 (Continued)

	NUMBER OF SUPERVISORS	SUPERVISOR MEANS	STANDARD DEVIATION	VARIANCE
Question 4 (Attitude Toward Work) (Continued)				
g. promotes the interests and goals of the company	20	7.10	1.45	2.09
h. practices personal hygiene	20	7.95	1.15	1.31
i. maintains appearance required of the job	20	7.65	1.27	1.61
j. maintains appearance of the work station	20	6.95	1.57	2.47
Summary of Question 4:		7.54	1.37	1.89
Question 5 (Theoretical Job Knowledge):				
a. is trained in basic principles, theories, and concepts regarding tasks of the job	20	6.15	1.50	2.24
b. uses basic theories and principles as a means of analyzing problems logically	20	6.25	1.52	2.30
c. applies theoretical concepts to solve practical on-the-job problems	20	6.45	1.54	2.37
d. applies basic theories and principles to improve work process	20	6.60	1.43	2.04
Summary of Question 5:		6.36	1.48	2.18
Question 6 (Organizing and Planning):				
a. organizes the work station efficiently	20	6.10	1.33	1.78
b. plans work in a logical step-by-step procedure	20	6.35	1.31	1.71

TABLE 2 (Continued)

	NUMBER OF SUPERVISORS	SUPERVISOR MEANS	STANDARD DEVIATION	VARIANCE
Question 6 (Organizing and Planning):				
c. conserves time by logical performance of job tasks	20	6.60	1.47	2.15
d. conserves materials and supplies	20	6.20	1.80	3.22
Summary of Question 6:		6.31	1.47	2.17
Question 7 (Clerical Skills):				
a. keeps job-related records	18	6.50	1.76	3.09
b. reads and records information from meters or instruments	11	6.82	1.66	2.76
c. collects and provides information for technical or other reports	13	6.31	1.75	3.06
d. prepares requisitions, invoices, charts, tables, or other documents	15	6.33	1.40	1.95
Summary of Question 7:		6.49	1.62	2.61
Question 8 (Reading and Interpretive Skills):				
a. reads and interprets blueprints and shop sketches	11	6.00	1.61	2.60
b. reads and interprets tables and charts	14	5.86	1.83	3.36

TABLE 2 (Continued)

	NUMBER OF SUPERVISORS	SUPERVISOR MEAN	STANDARD DEVIATION	VARIANCE
Question 8 (Reading and Interpretive Skills):				
c. reads and interprets manuals, handbooks, guides, and other job-related materials	18	6.06	1.55	2.41
d. interprets directions and passes information to others	18	6.17	1.76	3.09
Summary of Question 8:		6.02	1.65	2.73
Question 9 (Communication Skills):				
a. is able to communicate ideas and information in writing to others	16	6.00	2.13	4.53
b. is able to communicate ideas and information orally to others	20	6.20	1.64	2.70
c. is able to combine written and oral communication to others	18	5.56	1.85	3.44
d. is able to develop and use sketches to communicate ideas and information to others	13	5.31	1.75	3.06
Summary of Question 9:		5.77	1.84	3.37

TABLE 2 (Continued)

	NUMBER OF SUPERVISORS	SUPERVISOR MEAN	STANDARD DEVIATION	VARIANCE
Question 10 (Mathematical Skills):				
a. uses math functions such as addition, subtraction, multiplication and division to solve job-related problems	18	6.50	1.92	3.67
b. uses math to improve job processes and methods	10	5.40	1.78	3.15
c. uses math to compute task steps from blueprints and sketches	10	6.00	2.00	4.00
d. uses math to compute and convert readings from measuring instruments	12	5.58	2.02	4.08
Summary of Question 10:		5.87	1.93	3.72

manual skills, job knowledge, human relations skills, and attitudes toward work. These areas of higher response markings by the supervisor are more closely related to the scope and purpose of a postsecondary vocational-technical program, with weaknesses in the basic skills possibly attributable to the lack of proper preparation prior to enrollment in a postsecondary program. The data are not conclusive enough to make this generalization but certainly indicate a trend in that direction and a possible positive correlation with low achievement scores (below national average) in basic skills for Georgia students.

These data should be carefully analyzed in subsequent uses of the questionnaire with 75 to 100 supervisors of former students before conclusions can be accurately drawn and trends established. More questions of a general nature were added to categories 8, 9, and 10 so that they were not quite so applicable to the trade and technical courses of study. This change will improve the overall reliability of the questionnaire responses and make the questionnaire more generally applicable to the entire school in the categories covered by categories 8, 9, and 10.

Table 3 provides information for comparing the means, standard deviations, and variances of both former student and supervisor responses. The two groups rated questions in a similar pattern. A review and analysis of these patterns and the variance of the responses could lead to omitting the need for collecting this information from students except at the point of exit from the school program. The small

TABLE 3

FORMER STUDENT AND SUPERVISOR N's, MEANS, STANDARD DEVIATIONS AND VARIANCE

	NUMBER		MEANS		STANDARD DEVIATION		VARIANCE	
	STUDENTS	SUPERVISORS	STUDENTS	SUPERVISORS	STUDENTS	SUPERVISORS	STUDENTS	SUPERVISORS
Question 1 (Manual Job Skills):								
a. is able to set up equipment	16	16	6.13	6.25	1.67	1.44	2.78	2.07
b. is able to operate equipment	16	19	6.38	6.26	1.50	1.41	2.25	1.98
c. is able to use hand tools	11	14	6.55	6.57	1.81	1.40	3.27	1.96
d. is able to use measuring devices	13	17	6.39	6.24	1.85	1.75	3.42	3.07
e. is able to select and use materials economically	16	17	6.06	6.18	1.98	1.47	3.93	2.16
Summary of Question 1:			6.30	6.30	1.72	1.47	2.97	2.16
Question 2 (Practical Job Knowledge):								
a. uses proper job related terms	19	20	5.84	6.30	1.68	1.46	2.81	2.12
b. possesses basic information to perform job tasks	19	20	6.47	6.40	1.74	1.47	3.04	2.15
c. is able to locate, select, and use information from manuals, files, documents, or other sources	19	20	6.58	6.40	1.77	1.67	3.15	2.78
d. applies job information to work processes and procedures	18	20	6.28	6.40	1.71	1.27	2.92	1.62
Summary of Question 2:			6.29	6.38	1.72	1.44	2.94	2.09

TABLE 3 (Continued)

	NUMBER		MEANS		STANDARD DEVIATION		VARIANCE	
	STUDENTS	SUPERVISORS	STUDENTS	SUPERVISORS	STUDENTS	SUPERVISORS	STUDENTS	SUPERVISORS
Question 3 (Human Relations Skills):								
a. maintains positive working relationships with co-workers	19	20	7.16	7.80	1.57	1.24	2.47	1.54
b. maintains positive working relationships with superiors	19	20	7.16	7.85	1.39	1.35	1.92	1.82
c. maintains positive working relationships with customers/patients	15	17	7.27	7.29	1.83	1.49	3.35	2.22
d. accepts constructive criticism regarding job performance	19	20	6.95	7.40	1.62	1.57	2.61	2.46
e. accepts responsibility for errors	19	20	7.37	7.60	1.50	1.60	2.24	2.57
f. exhibits a cooperative attitude toward superiors and co-workers	19	20	7.16	8.10	1.39	1.17	1.92	1.36
Summary of Question 3:			7.18	7.67	1.51	1.41	2.29	1.98
Question 4 (Attitude Toward Work):								
a. attends work regularly	19	20	7.95	8.00	1.35	1.26	1.83	1.58
b. arrives at work on time	19	20	7.58	7.70	1.58	1.34	2.48	1.80
c. follows rules and policies of the company	19	20	7.68	7.75	1.34	1.25	1.78	1.57
d. maintains quality standards for the work	16	20	7.31	7.30	1.45	1.46	2.10	2.12

TABLE 3 (Continued)

	NUMBER		MEANS		STANDARD DEVIATION		VARIANCE	
	STUDENTS	SUPERVISORS	STUDENTS	SUPERVISORS	STUDENTS	SUPERVISORS	STUDENTS	SUPERVISORS
Question 4 (Attitude Toward Work) (Continued)								
e. takes pride in work	17	20	7.71	7.60	1.36	1.35	1.84	1.83
f. adapts to new ideas, processes and procedures	19	20	7.05	7.40	1.47	1.50	2.16	2.25
g. promotes the interests and goals of the company	19	20	7.00	7.10	1.60	1.45	2.56	2.09
h. practices personal hygiene	19	20	7.47	7.95	1.54	1.15	2.37	1.31
i. maintains appearance required of the job	19	20	7.58	7.65	1.43	1.27	2.03	1.61
j. maintains appearance of the work station	19	20	6.90	6.95	1.56	1.57	2.43	2.47
Summary of Question 4:			7.42	7.54	1.47	1.37	2.17	1.89
Question 5 (Theoretical Job Knowledge):								
a. is trained in basic principles, theories, and concepts regarding tasks of the job	19	20	6.84	6.15	1.86	1.50	3.47	2.24
b. uses basic theories and principles as a means of analyzing problems logically	17	20	6.82	6.25	1.85	1.52	3.40	2.30
c. applies theoretical concepts to solve practical on-the-job problems	17	20	6.35	6.45	1.37	1.54	1.87	2.37
d. applies basic theories and principles to improve work process	19	20	6.16	6.60	1.46	1.43	2.14	2.04
Summary of Question 5:			6.54	6.36	1.64	1.48	2.70	2.18

TABLE 3 (Continued)

	NUMBER		MEANS		STANDARD DEVIATION		VARIANCE	
	STUDENTS	SUPERVISORS	STUDENTS	SUPERVISORS	STUDENTS	SUPERVISORS	STUDENTS	SUPERVISORS
Question 6 (Organizing and Planning):								
a. organizes the work station efficiently	19	20	6.37	6.10	1.54	1.33	2.36	1.78
b. plans work in a logical step-by-step procedure	19	20	6.32	6.35	1.38	1.31	1.90	1.71
c. conserves time by logical performance of job tasks	18	20	6.39	6.60	1.29	1.47	1.66	2.15
d. conserves materials and supplies	18	20	6.56	6.20	1.62	1.80	2.61	3.22
Summary of Question 6:			6.41	6.31	1.43	1.47	2.05	2.17
Question 7 (Clerical Skills):								
a. keeps job-related records	15	18	6.87	6.50	1.85	1.76	3.41	3.09
b. reads and records information from meters or instruments	11	11	6.73	6.82	1.74	1.66	3.02	3.06
c. collects and provides information for technical or other reports	13	13	6.00	6.31	1.63	1.75	2.67	3.06
d. prepares requisitions, invoices, charts, tables, or other documents	13	15	6.69	6.33	1.65	1.40	2.73	1.95
Summary of Question 7:			6.57	6.49	1.71	1.62	2.91	2.61

TABLE 3 (Continued)

	NUMBER		MEANS		STANDARD DEVIATION		VARIANCE	
	STUDENTS	SUPERVISORS	STUDENTS	SUPERVISORS	STUDENTS	SUPERVISORS	STUDENTS	SUPERVISORS
Question 8 (Reading and Interpretive Skills):								
a. reads and interprets blueprints and shop sketches	10	11	4.90	6.00	0.88	1.61	0.77	2.60
b. reads and interprets tables and charts	14	14	6.14	5.86	1.66	1.83	2.75	3.36
c. reads and interprets manuals, handbooks, guides, and other job-related materials	16	18	6.38	6.06	1.71	1.55	2.92	2.41
d. interprets directions and passes information to others	17	18	6.53	6.17	1.77	1.76	3.14	3.09
Summary of Question 8:			5.99	6.02	1.67	1.65	2.79	2.73
Question 9 (Communication Skills):								
a. is able to communicate ideas and information in writing to others	17	16	6.18	6.00	1.91	2.13	3.66	4.53
b. is able to communicate ideas and information orally to others	18	20	6.06	6.20	1.98	1.64	3.94	2.70
c. is able to combine written and oral communication to others	18	18	6.06	5.56	1.83	1.85	3.35	3.44
d. is able to develop and use sketches to communicate ideas and information to others	13	13	5.54	5.31	1.76	1.75	3.10	3.06
Summary of Question 9:			5.96	5.77	1.85	1.84	3.43	3.37

TABLE 3 (Continued)

	NUMBER		MEANS		STANDARD DEVIATION		VARIANCE	
	STUDENTS	SUPERVISORS	STUDENTS	SUPERVISORS	STUDENTS	SUPERVISORS	STUDENTS	SUPERVISORS
Question 10 (Mathematical Skills):								
a. uses math functions such as addition, subtraction, multiplication and division to solve job-related problems	17	18	7.53	6.50	1.55	1.92	2.39	3.67
b. uses math to improve job processes and methods	13	10	6.54	5.40	1.51	1.78	2.27	3.15
c. uses math to compute task steps from blueprints and sketches	12	10	4.50	6.00	1.93	2.00	3.73	4.00
d. uses math to compute and convert readings from measuring instruments	11	12	6.09	5.58	1.76	2.02	3.09	4.08
Summary of Question 10:			6.17	5.87	1.98	1.93	3.92	3.72

standard deviation in both groups indicates that no scale polarity exists at either end for the questions being rated. In only 2 of the 49 questions did the standard deviation exceed a 2.0 value. This indicates considerable agreement in the markings and is further supported by reasonably high reliability estimates as reported in Table 4.

B. Reliability Analysis of the Questionnaire - Table 4 provides information regarding the reliability of the responses to the question categories. The overall questionnaire reliability was .77 which is considered to be high enough to be adequate for future use. The question categories 8, 9, and 10 were improved by the addition of more general subquestions to make them more applicable to all programs in the school. Questions 8 (a), 8 (c), 9 (d), 10 (c), and 10 (d) were analyzed because of their lower reliability. It was noted that these questions were, in fact, more oriented toward trade, industrial, and/or technical preparation and were not generally checked by students in the business and health education programs. Adding more general questions and obtaining more input from trade, industrial, and technical supervisors on these questions should contribute to higher reliability estimates in future responses to the questionnaire.

The questionnaire responses overall reliability of .778 indicates that the questionnaire is ready for use. Minor modifications were made in the field validation version of the follow-up evaluation questionnaire. The final forms of the validated questionnaire are included as Appendix "C."

TABLE 4

RELIABILITY* VALUES FOR QUESTIONNAIRE RESPONDENTS

QUESTION CATEGORY	SUPERVISORS	FORMER STUDENTS	BOTH GROUPS
1. Manual Job Skills	.781	.874	.832
2. Practical Job Knowledge	.922	.919	.918
3. Human Relations Skills	.766	.807	.803
4. Attitude Toward Work	.950	.944	.953
5. Theoretical Job Knowledge	.801	.903	.853
6. Organization and Planning	.903	.915	.908
7. Clerical Skills	.774	.775	.767
8. Reading and Interpretive Skills	.390	.470	.422
9. Communication Skills	.711	.691	.698
10. Mathematical Skills	.650	.504	.624
Response Reliabilities	.765	.780	.778

*Reliability computed by Cronbach's Coefficient Alpha, a conservative estimate of consistency of responses.

C. Importance Weighting of the Question Categories - The former students and their supervisors were asked to rank the question categories from 1 to 10 in terms of their perception of the importance of each category. The question category which they considered to be most important was given a 1; the next most important, a 2; and so forth until all 10 categories were ranked in terms of perceived importance. Table 5 provides information about the ranking of the question categories.

The lower the computed value in the column headed "Importance Value," the more important the category of questions were perceived by those who provided rankings. Each respondent's ranking of each question was given the value of the rank ordering. For example, if 6 persons gave a question category a ranking of 2, then the ranking was multiplied by the number of respondents. The value for the number of respondents ranking a question category was 2 (ranking) x 6 (number who ranked) for a total value of 12. The question was then scored by the total number of rankings of 10, 9, 8 and so forth for a total value. The total value was then divided by the number providing rankings of the question category to get an average value. Another example of the weighting factor is to assume Question Category 1 received 17 first ranking values; its total score would be 1 x 17 = 17. If that same question received all ten rankings of lowest in terms of importance, the ranked value would be 10 x 17 = 170. This approach resulted in ranking of the questions from lowest average value (most important) of 3.25 for Question Category 3 to the highest average value (least important) of 7.82 for Question Category 10.

TABLE 5

RESPONSE DATA FROM SUPERVISORS AND FORMER STUDENTS
ON RELATIVE IMPORTANCE OF QUESTION CATEGORIES

		NUMBER OF SUPERVISORS	NUMBER OF FORMER STUDENTS	TOTAL BOTH GROUPS	IMPORTANCE VALUE	RANK ORDER
1.	Manual Job Skills	9	8	17	4.12	4
2.	Practical Job Knowledge	9	8	17	4.12	3
3.	Human Relations Skills	8	8	16	3.25	1
4.	Attitude Toward Work	10	7	17	3.35	2
5.	Theoretical Job Knowledge	9	7	16	5.37	6
6.	Organization and Planning	9	8	17	4.88	5
7.	Clerical Skills	7	8	15	7.73	9
8.	Reading and Interpretive Skills	7	8	15	6.46	7
9.	Communication Skills	9	8	17	7.70	8
10.	Mathematical Skills	9	8	17	7.82	10

Table 6 provides the new order of all question categories in terms of importance and should be considered in terms of a possible weighting of questions for computing program scores and total school averages as a base-line for comparison. The Findings Section of the report will contain a further discussion of the uses of these data for program evaluation and improvement.

TABLE 6

RANK ORDER OF QUESTION CATEGORIES

QUESTION CATEGORY	RANK ORDER OF IMPORTANCE	QUESTIONNAIRE ORDER
Human Relations Skills	1	3
Attitude Toward Work	2	4
Practical Job Knowledge	3	2
Manual Job Skills	4	1
Organizing and Planning	5	6
Theoretical Job Knowledge	6	5
Reading and Interpretive Skills	7	8
Communication Skills	8	9
Clerical Skills	9	7
Mathematical Skills	10	10

Table 7 provides information used to obtain the relative importance ranking. Each ranking by a respondent to a question category was given the numerical value of the ranking. If a former student or supervisor rated Question Category One as a "3," then three points were accumulated. The question category with the lowest point total would have received more first, second, third, etc., ratings than the next lowest scoring total.

D. Comments from the Respondents - Twenty supervisors and nineteen former students responded to the questionnaire. Of the 39 responding, 22 offered comments on the questionnaire. These responses in terms of comments were made by 56.4% of those returning the questionnaire. The comments were divided into four groups, based upon the nature of the comments. Positive and constructive comments were placed in one group, positive but nonconstructive in a second group, negative and constructive comments were sorted into a third group, and the fourth group consisted of only negative comments with no particular value to the improvement of the program or the survey. The latter category contained only two such comments. The positive and constructive comments composed 68% of those made by the respondents, with 23% judged to be negative but constructive.

Since 20 of the 22 comments were constructive, there was strong support for the inclusion of a comment section. Only 37% of the comments were made by students. The fact that 63% of the comments were by supervisors and all of their comments were of a constructive nature provides quantifiable

TABLE 7

A COMPARISON OF QUESTION CATEGORIES WITH NUMBER OF RESPONSES GIVING RANK-ORDER RATING

QUESTION CATEGORIES	IMPORTANCE RANKING 1 - 10										TOTAL NUMBER RANKING	TOTAL SCORE VALUE	COMPUTED VALUE
	1	2	3	4	5	6	7	8	9	10			
1. Manual Job Skills	FS=2	S=2 FS=2	S=2 FS=1		S=1 FS=1		S=1	S=2 FS=1		S=1 FS=1	17	80	4.71
2. Practical Job Knowledge	FS=3	S=1 FS=1		S=1 FS=3	S=1	S=3	S=1	S=1 FS=1	S=1		17	78	4.59
3. Human Relations Skills	S=1 FS=1	S=3 FS=1	S=4 FS=2	FS=2		S=1 FS=2					17	54	3.18
4. Attitude Toward Work	S=1 FS=1	S=1 FS=2	S=1 FS=2	S=4 FS=1	S=1		FS=2				17	57	3.35
5. Theoretical Job Knowledge	S=2		S=1 FS=1		S=2 FS=2	S=3 FS=3	S=1 FS=1	FS=1			17	86	5.06
6. Organization and Planning		S=1		S=5 FS=2	S=2 FS=2	S=1 FS=2	FS=1	FS=1			17	83	4.88
7. Clerical Skills	S=1		FS=1	S=1		S=1		S=1 FS=2	S=1 FS=1	S=2 FS=4	15	116	7.73
8. Reading and Interpretive Skills			FS=1	S=1 FS=1	S=1 FS=2		S=1 FS=3	S=2 FS=1	S=1	S=1	15	97	6.47
9. Communications Skills		FS=1			S=1	FS=1	S=3	S=3	S=2 FS=5	FS=1	17	131	7.71
10. Mathematical Skills		FS=1	S=1		FS=1		S=2 FS=1	S=1 FS=1	S=2 FS=2	S=3 FS=2	17	133	7.82

S = Supervisors' Ranking
FS = Former Students' Ranking

justification for obtaining the comments and focusing upon the field visit to solicit even more comments which may improve instructional programs.

IV. FINDINGS

The development and validation of a new student follow-up evaluation questionnaire was the primary purpose of the study. A secondary purpose was to develop a follow-up strategy including: (1) procedures for contacting the former student, (2) methods for on-site visits, (3) determination of proper time former students should be contacted, (4) qualifications of the supervisor for rating performance of the former student, (5) how the data could be used by faculty, supervisors, and administrators to improve the training programs of Pickens Area Vocational-Technical School. The major findings of the study will be presented in three categories: (a) Follow-Up Questionnaire Development and Validation, (b) Methods and Procedures Used during the Follow-Up Questionnaire Administration, and (c) Summary of Findings.

A. Follow-Up Questionnaire Development and Validation

1. Development of the Questionnaire - Nine persons on the staff of the Pickens Area Vocational-Technical School (five administrative and four instructional staff) reviewed the second draft of the new student follow-up questionnaire. Certain wording changes were made in the questions, and a comment section was added at the end of the questionnaire. Few significant changes were made in the questions or the format in which they were presented. A staff meeting was held to discuss the questionnaire prior to beginning the

interviews and field validation. The concensus of this meeting was that the ten categories of questions should be prioritized in terms of relative importance and that this should be established by the supervisors and former students working in the various occupations. The new questionnaire was judged to have sufficient face and content validity to begin the field review and test.

2. Validation of the Follow-Up Questionnaire - A group of 35 former students were randomly selected from records in the office of the Coordinator of Placement and Follow-Up Services. Telephone contacts were made directly with the students or their immediate supervisors. Of the 35 former students selected, 1 had been promoted into supervisory ranks and was no longer in the area of training, 7 were no longer employed at the business of their initial placement, and 2 refused to participate in the study due to very heavy work schedules. This reduced the study group to 25 students and 22 supervisors. (3 supervised more than 1 former student in the random selection.) The questionnaires were distributed to this group; and by the end of the predetermined survey period, 39 of the 47 had responded for an overall response rate of 83%.

All questionnaires which were returned were completed properly except for the priority rankings of the categories of questions in terms of their relative importance. Only 44.4% of the former students and 47.6% of the supervisors ranked the categories of questions in terms of importance.

It was determined that the instructions were insufficient to get higher responses than might be expected on the relative importance ranking for future surveys. This finding supports a need for a change in the instructions and methods of administering the questionnaire.

During the on-site visits, instructions were given to both the former student and the supervisor to telephone if difficulties were encountered while completing the questionnaire. No telephone calls were received; thus one finding was that the questions were basically comprehensible and elicited the responses desired. These conditions, along with the analysis of data, support the content and construct validity of the questionnaire. A concurrent validity study should be made using the initial validation study group as an outside criterion to compute the correlation of responses from both former students and supervisors who are among the first 50 to respond to the field validated questionnaire (final version). The reliability of the responses should be compared to determine the stability of these data collected over two applications of the instrument.

3. Questionnaire Reliability - The responses to the questions were analyzed to determine the internal consistency (reliability) of the data. The reliability estimate was computed to be .778 using Cronbach's Coefficient Alpha Reliability. Subsequent responses will be analyzed to determine the stability of these data over two or more uses of the revised questionnaire. The reliability estimate was

found to be sufficiently high to add further support to the quality and validity of the instrument.

4. Comments for Questionnaire Revision and Improvement - During the process of field visits, all respondents were encouraged to improve questionnaire wording, terminology, and general design by making appropriate comments. These comments were collected, analyzed, and categorized in terms of their effect on the questionnaire.

B. Methods and Procedures Used During the Follow-Up Questionnaire Administration

1. Selecting the Former Student - The study used a non-systematic random selection for determining which students would be followed-up to field test and validate the questionnaire. This method was considered adequate for the study, since the validated form of the questionnaire would be used in the future with a large number of the placed students and the student's immediate supervisor. The random selection from the records of the Placement Office provided the student/program distribution as shown in Table 8.

TABLE 8

STUDENT/PROGRAM DISTRIBUTION FOR THE VALIDATION STUDY

PROGRAM	FORMER STUDENT(S)	WORK SUPERVISOR(S)
Accounting	3	3
Automotive Mechanics	-	1
Drafting	1	1
Electrical Appliance Service	1	1
Electronics	1	-
Heating and Air Conditioning	2	2
Machine Shop	3	3
Medical Office Assistant	-	1
Practical Nursing	3	3
Secretarial	3	3
Welding	1	1
TOTALS	18	21

2. Obtaining Supervisor Participation - The follow-up evaluation questionnaire was designed to collect information from the former student's supervisor. It is anticipated that a form of the questionnaire will be completed by the student during an exit interview just prior to completing program requirements. The data are to be used as one source of information about instructional program strengths and weaknesses.

Cooperation was outstanding from the supervisors. In fact 87% of the supervisors responded, while responses were received from only 72% of the former students. One finding

regarding the supervisors was that they should have supervised the former student for three to four months in order to give a fair performance evaluation. It was also suggested that the questionnaire be completed on-site so that questions could be answered and response rates enhanced. In conjunction with this finding, several supervisors suggested that former students be contacted during the first four to six months on the job so that what was learned in school does not become confused with what was learned on the job. After six months on the job the responses may become contaminated by intervening variables.

The average time for completing the questionnaire was 42 minutes for the supervisors and 38 minutes for former students. In light of these completion times, it certainly seems feasible to explain the questionnaire and allow the participants to complete the questionnaire while the school representative is on-site.

An on-site collection of data would insure higher response rates and permit answering questions raised by the participants. There would be a danger of the school representative introducing response bias, and this should be carefully controlled in terms of prescribed on-site procedures. The school representative should be a source of general information and direction but <u>not</u> a person to suggest <u>answers</u> or <u>comments</u>.

3. Weighting the Categories of Questions - The final step for former students and their supervisors while responding to the field version of the follow-up evaluation questionnaire was to rank the ten categories of questions in terms of their relative importance. The category of questions judged by the former students and their supervisors to be most important was given a 1; the next most important, a 2; and so forth until all questions were ranked. The fact that only 46% of the respondents rank ordered the questions in terms of importance suggests some caution in the interpretation and generalizability of these data. The non-respondents to the rank ordering step of the questionnaire could significantly change the findings. Although this information is interesting on the surface, some care should be exercised in its use (Table 5 and Table 6). Future uses of the revised form of the questionnaire should include additional importance ranking before a static weighting system for the question categories is evolved. A correlation of these data with the next 20 to 30 supervisor responses should be made, and a study of changes in importance ranking undertaken as a prelude to a weighted system for the data.

4. Comments from the Respondents - The information and data collected from respondents in terms of their comments was determined to be useful and should be given increased emphasis during future uses of the revised form of the questionnaire.

The nature, specificity, and candor of comments offered by the respondents (especially the supervisors) should make a

significant contribution to improving instructional supervision and the content of the instructional programs at Pickens Tech. Sixty-three percent of the comments made on the questionnaire instrument were from the former students' supervisors. Uses of the revised questionnaire in the field should include a strong reliance on the supervisors' comments and emphasis upon getting them to comment more extensively.

5. Questionnaire Additions and Modifications - The survey of former students and their supervisors resulted in some additions and modifications to the questionnaire. Two new questions were recommended and included in the revised and validated questionnaire (Appendix "C"). Of the initial 49 questions, 14 were reworded to improve the clarity of the questions and add specificity without changing the intent of the question. Nine other questions received word substitutions. These substitutions were words which were more specific, synonymous, or contained fewer syllables. These modifications should result in small gains in the future responses to the questionnaire and an improved reliability of the responses.

C. Summary of Findings

1. Selecting Former Students and Their Supervisors - The random selection of former students and their supervisors was an effective way to obtain the information needed to improve programs at Pickens Tech. The use of former students and the involvement of supervisors in rating their performance was observed and reported to be a positive on-the-job experience

for both persons. The high response rate of 83% of those receiving the survey instrument was supportive of this finding.

2. On-Site Visitations - On-site visitations were made to the former students and their supervisors to explain the study and how the questionnaire was to be completed. Since half of the questionnaires were later returning than the established cut-off, it would be advantageous in the future to collect the responses from both the former students and their supervisors at the time of explanation. The implementation of this finding would increase the response rate, improve the understanding of the questionnaire, and result in improved response reliability.

3. Questionnaire Response Reliability - The response reliability was computed to be .778 using Cronbach's Coefficient Alpha. This value is high when the relatively small number of respondents and questions are considered. Improvements in the wording of questions, the length of the questionnaire, and obtaining completed questionnaires during the on-site visit should result in reliability improvements.

4. Questionnaire Content - The response rate, validity, reliability, and nature of comments on the questionnaire indicates that it should be used for the purposes intended and that inferences from the data can be made for school-wide or individual program improvement.

5. Methods and Procedures - The methods and procedures used in the study were adequate to achieve validation information for the questionnaire. Some of the methods and procedures should

be incorporated in a "Users Guide" to be developed in conjunction with the Pickens Tech Follow-Up System. The specific methods and procedures which should be used will be included in Part V - Recommendations.

6. Questionnaire Rating Scale - The nine-point rating scale and "not applicable" marking option produced sufficient variance to provide useful data. The data will result in a valid basis for comparing individual program experiences with those of the school departments or the school as a whole if the selection of students is closely controlled and the procedures for the use of the questionnaire carefully followed.

7. Validity of the Questionnaire - The questionnaire was found to be valid. The response rate, recommended changes in question wording, addition of new questions, computed reliability of responses, and the nature of the comments support the validity of the questionnaire and resulting data to be collected. Continued study will be warranted to ensure that the questionnaire continues to collect valid data and information. A periodic check should be made of the response reliabilities, and a correlation rating from the first 50 responses from supervisors should be computed to determine the continued functioning of the questionnaire. These correlations should be made with each group of 50 responses from supervisors with the previous responding group of 50 supervisors.

8. Need for Users Guide - A major finding was that a users guide is needed for proper selection of former

students and their supervisors, developing of schedules for on-site visits, procedures during the on-site visit, how to check and prepare the data and information collected from respondents, and how to interpret and use the data for school and program improvement.

9. Use of Supervisors for On-Site Respondents - The supervisor of former students should be the person responding to the questionnaire. Little additional information was gained by including the former students. The analysis of data provided information which suggests that the supervisors are more consistent in their ratings, respond to more questions, and make more positive/constructive comments (63% of all comments) than do the former students. In addition, they responded in higher numbers than the former students and required about the same amount of time to respond. Students should be included with a different set of instructions focusing upon how they feel they are prepared for the jobs they plan to pursue. This information could be collected using a form of the same questionnaire during an exit interview. Former students could be systematically sampled by having approximately 20% of them complete the questionnaire during the on-site visits and utilizing the data as a point of comparison after obtaining on-the-job experiences. This comparison in the form of a correlation could provide information from their initial responses (how they felt they were prepared for the job at the time of the exit interview) with how they feel they are actually performing after working 4-6 months.

10. Scheduling the On-Site Visits - The on-site visit should be scheduled between the fourth to sixth month after the student has been placed. This will give the former student an opportunity to "settle into the job" and provide enough work performance for supervisors to evaluate. It was found to be important that the supervisor should have actually supervised the former student for at least three months before an accurate evaluation of performance could be accomplished. When students are to respond to the questionnaire during the on-site visit, they should not have more than six months experience. Past this point, they tend to get that which they learned in the school confused with that which they learned on the job.

RECOMMENDATIONS

1. The questionnaire, after suggested revision, should be printed and begin immediate use by Pickens Area Vocational-Technical School for on-site follow-up.

2. A User's Guide should be developed and provided to all school personnel. The manual should include as a minimum the rationale, development and validation of the questionnaire, process for implementing the system of follow-up evaluation, and uses of the data for administrators, supervisors, and teachers. Suggested transparency masters should be included with a brief discussion of their use.

3. The follow-up evaluation questionnaire should be responded to in an exit interview by all students who complete program requirements. A periodic systematic sample should also be made of those student groups who are employed in areas unrelated to their training and those who are placed in occupations related to their training. This should be done on-site. These responses could prove beneficial in determining weaknesses in instructional programs preventing employment in directly related occupations of the training program. Instructions should be modified for student responses to the questionnaire.

4. At least twice a year, each instructor should respond to the questionnaire for his own self-evaluation and a personal estimate of areas of improvement.

5. The person(s) with responsibility for instructional supervision and improvement should respond to the questionnaire for evaluation of each instructor at least once a year. This evaluation step would serve as a guide for comparative study based upon the instructor's responses and could serve as a basis for instructional improvement.

6. A correlation study should be made using the data received from the initial 20 supervisors' responses by category of question with the first 20 supervisors' responses to the validated questionnaire. This correlation would tend to strengthen the validity and stability of the questionnaire or identify needs for revision and improvement.

7. The reliability of responses from the first 50 supervisors should be computed. These data should be considered in conjunction with those data resulting from Recommendation 6 to revise and improve the questionnaire. These steps are essential in order to provide a measure of congruent validity. This would give the questionnaire an even higher level of validity than it now possesses.

APPENDIX A

ARC Evaluation Form

On-Site Follow-Up Forms

Company _____ Date _____

Official _____ Phone Number _____

A R C
EMPLOYER EVALUATION
OF PREVIOUS STUDENT

1. Name of Alumnus: _____

2. Address of Alumnus: _____

3. Current Position: _____

4. Current Salary: _____

5. Date of Initial Employment: _____

6. Beginning Salary: _____

7. School Attended: _____

8. Course of Study: _____

Please circle the appropriate number, 1 through 6, to evaluate the ability of vocational-technical school alumni to perform the job for which they were hired:

SCALE: 1-Excellent, 2-Above Average, 3-Average, 4-Below Average, 5-Poor, 6-N/A

1. Ability to utilize tools and equipment properly 1 2 3 4 5 6

2. Knowledge of methods and procedures required to perform the tasks of the job 1 2 3 4 5 6

3. Good work habits 1 2 3 4 5 6

4. Ability to get along with others 1 2 3 4 5 6

5. Personal appearance and hygiene 1 2 3 4 5 6

6. Regular attendance and punctuality 1 2 3 4 5 6

7. Ability to read printed matter and follow the directions 1 2 3 4 5 6

8. Ability to use mathematics to solve problems required for the job 1 2 3 4 5 6

9. Ability to communicate ideas orally 1 2 3 4 5 6

10. Ability to communicate ideas in writing 1 2 3 4 5 6

11. Positive attitude toward the job 1 2 3 4 5 6

12. Ability to adapt new ideas 1 2 3 4 5 6

13. Do you consider the vocational-technical schools to be a good source of manpower? Yes ____ No ____

Date _____

ON-SITE FOLLOW-UP
IMMEDIATE SUPERVISOR

1. Alumni Name _____

2. Supervisor's Name _____

3. Employer _____

4. Address _____ Telephone _____

5. Employee Job Title _____

   Salary: Beginning _____

   Existing _____

6. Length of time on present job _____

7. Duties (list specific job requirements) _____

   _____

8. Equipment or machines used _____

9. Has the training received at Pickens Tech been adequate for this employee to perform in your job situation? _____

10. What additional training could we have offered that would have helped this person in job performance? _____

    _____

11. How can the school be improved in relation to your company hiring our future graduates? _____

    _____

12. Comments on named employee _____

    _____

    _____

Thank you for completing this form for us. We use this instrument to evaluate our students and our programs in relation to specific job needs in Jasper and the North Georgia area.

Please return the completed form to the Office of Job Placement at Pickens Area Vocational-Technical School, Burnt Mountain Road, Jasper, Georgia 30143.

Date_____

ON-SITE FOLLOW-UP
ALUMNI

1. Alumni Name_____

2. Instructional Program_____

   Dates Attended: From_____ To_____

3. Employer_____

4. Address_____ Telephone_____

5. Job Title_____ Salary: Beginning_____

   Existing_____

6. Length of time on job_____

7. Duties (list specific job requirements)_____

   _____

8. Equipment or machines used_____

9. What training could we have offered that would have helped you on your job?_____

10. List any contributions or experiences made available at Pickens Tech that have been helpful to you in your job:_____

    _____

11. How can the school or our programs be improved?_____

    _____

12. In your job, list the most difficult tasks you have had to perform for which you were not prepared:_____

    _____

13. Comments_____

    _____

Thank you for taking time to complete this form for Pickens Tech. We use this to evaluate our programs and to better train students for the job market in Jasper and North Georgia.

Return to Office of Job Placement
Burnt Mountain Road
Jasper, Georgia 30143

APPENDIX B

Evaluation of Former Students
(Field Validation Form)

PICKENS AREA VOCATIONAL-TECHNICAL SCHOOL
Jasper, Georgia 30143
(404) 692-2461

EVALUATION OF FORMER STUDENTS

Information from the following questions will be used for the purpose of program improvement, and we need your input. Your response will be greatly appreciated.

Step I: Please provide the information requested below:

Company Name _____

Address _____

Phone Number _____

Name of Supervisor _____

Name of Person Completing Form _____

Date _____

Name of Alumnus _____

Alumnus's Address _____

Current Position _____

Current Salary _____ Beginning Salary _____

Date of Initial Employment _____

Course of Study at Tech School _____

Step II: Please respond to each of the questions on the following pages by circling a number on the scale from 9 to 1. The scale values are shown at the top of the next page.

Thank you for your cooperation.

Bettye G. Hirst
Coordinator of Job Placement

FOR EACH OF THE FOLLOWING ITEMS, CIRCLE A NUMBER FROM 9 TO 1. THE SCALE VALUES ARE:

Excellent		Above Average		Average		Below Average		Poor	Not Applicable
9	8	7	6	5	4	3	2	1	N/A ☐

1. Manual Job Skills - The skills for operating and/or using equipment, materials, and hand tools for accomplishing job tasks.

a.	is able to set up equipment	9 8 7 6 5 4 3 2 1 N/A ☐
b.	is able to operate equipment	9 8 7 6 5 4 3 2 1 N/A ☐
c.	is able to use hand tools	9 8 7 6 5 4 3 2 1 N/A ☐
d.	is able to use measuring devices	9 8 7 6 5 4 3 2 1 N/A ☐
e.	is able to select and use materials economically	9 8 7 6 5 4 3 2 1 N/A ☐

2. Practical Job Knowledge - The use of applied information as it relates to job processes and procedures

a.	uses proper job related terms	9 8 7 6 5 4 3 2 1 N/A ☐
b.	possesses basic information to perform job tasks	9 8 7 6 5 4 3 2 1 N/A ☐
c.	is able to locate, select, and use information from manuals, files, documents, or other sources	9 8 7 6 5 4 3 2 1 N/A ☐
d.	applies job information to work processes and procedures	9 8 7 6 5 4 3 2 1 N/A ☐

3. Human Relations Skills - The ability to work with co-workers, customers, patients, superiors, and others during the process of job performance.

a. maintains positive working relationships with co-workers — 9 8 7 6 5 4 3 2 1 — N/A ☐

b. maintains positive working relationships with superiors — 9 8 7 6 5 4 3 2 1 — N/A ☐

c. maintains positive working relationships with customers/patients — 9 8 7 6 5 4 3 2 1 — N/A ☐

d. accepts constructive criticism regarding job performance — 9 8 7 6 5 4 3 2 1 — N/A ☐

e. accepts responsibility for errors — 9 8 7 6 5 4 3 2 1 — N/A ☐

f. exhibits a cooperative attitude toward superiors and co-workers — 9 8 7 6 5 4 3 2 1 — N/A ☐

4. Attitude Toward Work - The performance on the job in terms of absenteeism, punctuality, rules, policies, and concern for personal appearance.

a. attends work regularly — 9 8 7 6 5 4 3 2 1 — N/A ☐

b. arrives at work on time — 9 8 7 6 5 4 3 2 1 — N/A ☐

c. follows rules and policies of the company — 9 8 7 6 5 4 3 2 1 — N/A ☐

d. maintains quality standards for the work — 9 8 7 6 5 4 3 2 1 — N/A ☐

e. takes pride in work — 9 8 7 6 5 4 3 2 1 — N/A ☐

f. adapts to new ideas, processes and procedures — 9 8 7 6 5 4 3 2 1 N/A ☐

g. promotes the interests and goals of the company — 9 8 7 6 5 4 3 2 1 N/A ☐

h. practices personal hygiene — 9 8 7 6 5 4 3 2 1 N/A ☐

i. maintains appearance required of the job — 9 8 7 6 5 4 3 2 1 N/A ☐

j. maintains appearance of the work station — 9 8 7 6 5 4 3 2 1 N/A ☐

5. Theoretical Job Knowledge - The ability to apply knowledge and information concerning basic principles, theories, and concepts to job task performance.

a. is trained in basic principles, theories, and concepts regarding tasks of the job — 9 8 7 6 5 4 3 2 1 N/A ☐

b. uses basic theories and principles as a means of analyzing problems logically — 9 8 7 6 5 4 3 2 1 N/A ☐

c. applies theoretical concepts to solve practical on-the-job problems — 9 8 7 6 5 4 3 2 1 N/A ☐

d. applies basic theories and principles to improve work process — 9 8 7 6 5 4 3 2 1 N/A ☐

6. Organizing and Planning - The ability to organize the work station for orderly performance of job tasks, plan work in a logical manner, and use time and materials wisely.

a. organizes the work station efficiently — 9 8 7 6 5 4 3 2 1 N/A ☐

b. plans work in a logical step-by-step procedure — 9 8 7 6 5 4 3 2 1 N/A ☐

c. conserves time by logical performance of job tasks — 9 8 7 6 5 4 3 2 1 N/A ☐

d. conserves materials and supplies — 9 8 7 6 5 4 3 2 1 N/A ☐

7. Clerical Skills - The ability to keep records, record instrument readings, complete forms and requests, and assist in preparing reports regarding tasks of the job.

a. keeps job-related records — 9 8 7 6 5 4 3 2 1 N/A ☐

b. reads and records information from meters or instruments — 9 8 7 6 5 4 3 2 1 N/A ☐

c. collects and provides information for technical or other reports — 9 8 7 6 5 4 3 2 1 N/A ☐

d. prepares requisitions, invoices, charts, tables, or other documents — 9 8 7 6 5 4 3 2 1 N/A ☐

8. Reading and Interpretive Skills - The ability to read, interpret and follow instructions from blueprints, sketches, tables, policies, manuals, procedures, and other job-related printed or drawn materials.

a. reads and interprets blueprints and shop sketches — 9 8 7 6 5 4 3 2 1 N/A ☐

b. reads and interprets tables and charts — 9 8 7 6 5 4 3 2 1 N/A ☐

c. reads and interprets manuals, handbooks, guides, and other job-related materials — 9 8 7 6 5 4 3 2 1 N/A ☐

d. interprets directions and passes information to others — 9 8 7 6 5 4 3 2 1 N/A ☐

9. Communication Skills - The skills and knowledges associated with writing, speaking, sketching, and drawing to communicate ideas and information.

a. is able to communicate ideas and information in writing to others — 9 8 7 6 5 4 3 2 1 N/A ☐

b. is able to communicate ideas and information orally to others — 9 8 7 6 5 4 3 2 1 — N/A ☐

c. is able to combine written and oral communication to others — 9 8 7 6 5 4 3 2 1 — N/A ☐

d. is able to develop and use sketches to communicate ideas and information to others — 9 8 7 6 5 4 3 2 1 — N/A ☐

10. Mathematical Skills - The ability to use and apply basic mathematics for solving problems related to job task performance.

a. uses math functions such as addition, subtraction, multiplication and division to solve job-related problems — 9 8 7 6 5 4 3 2 1 — N/A ☐

b. uses math to improve job processes and methods — 9 8 7 6 5 4 3 2 1 — N/A ☐

c. uses math to compute task steps from blueprints and sketches — 9 8 7 6 5 4 3 2 1 — N/A ☐

d. uses math to compute and convert readings from measuring instruments — 9 8 7 6 5 4 3 2 1 — N/A ☐

COMMENTS:

APPENDIX C

Validated Evaluation/Follow-Up Instrument

Former Student Form
Supervisor Form
Instructor Form
Student Form

Number _____

Program _____

PLACEMENT OFFICE

PICKENS AREA VOCATIONAL-TECHNICAL SCHOOL

Jasper, Georgia 30143

EVALUATION BY FORMER STUDENTS

Information from the following questions will be used for the purpose of program improvement, and we need your input. Your response will be appreciated.

Step I: Please provide the information requested below:

Date _____

Name _____

Address _____

_____

Telephone _____

Position _____

Company Name _____

Address _____

_____

Telephone _____

Name of Supervisor _____

Date of Initial Employment _____

Current Salary _____

Begining Salary _____

Signature _____

Step II: Please respond to each of the questions by circling a number on the scale from 9 to 1. The ratings should be in terms of how well you feel you were prepared during your training to do your job.

Thank you for your cooperation!

FOR EACH OF THE FOLLOWING ITEMS, CIRCLE A NUMBER FROM 9 TO 1. THE SCALE VALUES ARE:

EXCELLENT		ABOVE AVERAGE		AVERAGE		BELOW AVERAGE		POOR	NOT APPLICABLE
9	8	7	6	5	4	3	2	1	N/A ☐

1. Manual Job Skills - The skills for operating and/or using equipment, materials, and hand tools for accomplishing job tasks.

a. set up equipment for task performance 9 8 7 6 5 4 3 2 1 N/A ☐

b. operate equipment for task performance 9 8 7 6 5 4 3 2 1 N/A ☐

c. use hand tools required of the job 9 8 7 6 5 4 3 2 1 N/A ☐

d. use measuring instruments required of the job 9 8 7 6 5 4 3 2 1 N/A ☐

e. provide proper care and maintenance for tools, instruments and equipment 9 8 7 6 5 4 3 2 1 N/A ☐

f. select materials and supplies for the job 9 8 7 6 5 4 3 2 1 N/A ☐

g. use materials and supplies economically 9 8 7 6 5 4 3 2 1 N/A ☐

2. Practical Job Knowledge - The use of applied information as it relates to job processes and procedures.

a. possess basic knowledge to perform job tasks 9 8 7 6 5 4 3 2 1 N/A ☐

b. use proper job related terms 9 8 7 6 5 4 3 2 1 N/A ☐

c. locate and select job information from manuals, files, documents, or other sources 9 8 7 6 5 4 3 2 1 N/A ☐

d. follow and accomplish work from own job planning 9 8 7 6 5 4 3 2 1 N/A ☐

3. Human Relations Skills - The ability to work with co-workers, customers, patients, superiors, and others during the process of job performance.

a. maintain positive working relationships with co-workers 9 8 7 6 5 4 3 2 1 N/A ☐

b. maintain positive working relationships with superiors 9 8 7 6 5 4 3 2 1 N/A ☐

c. maintain positive public relations with customers, patients, and clients 9 8 7 6 5 4 3 2 1 N/A ☐

d. accept constructive criticism regarding job performance 9 8 7 6 5 4 3 2 1 N/A ☐

e. accept responsibility for errors 9 8 7 6 5 4 3 2 1 N/A ☐

f. exhibit a cooperative attitude toward superiors and co-workers 9 8 7 6 5 4 3 2 1 N/A ☐

4. Attitude Toward Work - The performance on the job in terms of absenteeism, punctuality, rules, policies, and concern for personal appearance.

a. attend work regularly 9 8 7 6 5 4 3 2 1 N/A ☐

b. arrive at work on time 9 8 7 6 5 4 3 2 1 N/A ☐

c. follow policies and rules of the company 9 8 7 6 5 4 3 2 1 N/A ☐

d. maintain quality standards for the work 9 8 7 6 5 4 3 2 1 N/A ☐

e. take pride in work 9 8 7 6 5 4 3 2 1 N/A ☐

f. adapt to new ideas, processes and procedures 9 8 7 6 5 4 3 2 1 N/A ☐

g. promote the interests and goals of the company 9 8 7 6 5 4 3 2 1 N/A ☐

h. practice personal hygiene 9 8 7 6 5 4 3 2 1 N/A ☐

i. maintain appearance required of the job 9 8 7 6 5 4 3 2 1 N/A ☐

j. maintain appearance of the work station 9 8 7 6 5 4 3 2 1 N/A ☐

5. Theoretical Job Knowledge - The ability to apply knowledge and information concerning basic principles, theories, and concepts to job task performance.

a. trained in basic principles, theories, and concepts regarding tasks of the job 9 8 7 6 5 4 3 2 1 N/A ☐

(Please continue on reverse)

b. use basic theories and principles as a means for analyzing job problems 9 8 7 6 5 4 3 2 1 N/A ☐

c. apply theories and principles to solve practical job problems 9 8 7 6 5 4 3 2 1 N/A ☐

d. apply basic theories and principles to improve work process and procedures 9 8 7 6 5 4 3 2 1 N/A ☐

6. Organizing and Planning - The ability to organize the work station for orderly performance of job tasks, plan work in a logical manner, and use time and materials wisely.

a. organize the work station efficiently 9 8 7 6 5 4 3 2 1 N/A ☐

b. plan work in a logical step-by-step procedure 9 8 7 6 5 4 3 2 1 N/A ☐

c. conserve time by logical performance of job tasks 9 8 7 6 5 4 3 2 1 N/A ☐

d. plan and select materials and supplies needed for task performance 9 8 7 6 5 4 3 2 1 N/A ☐

7. Clerical Skills - The ability to keep records, record instrument readings, complete forms and requests, and assist in preparing reports regarding tasks of the job.

a. keep job-related records 9 8 7 6 5 4 3 2 1 N/A ☐

b. read and record information from meters, gauges, and other instruments 9 8 7 6 5 4 3 2 1 N/A ☐

c. collect and provide information for technical or other reports 9 8 7 6 5 4 3 2 1 N/A ☐

d. prepare requisitions, invoices, charts, tables, or printed documents 9 8 7 6 5 4 3 2 1 N/A ☐

8. Reading and Interpretive Skills - The ability to read, interpret and follow instructions from blueprints, sketches, tables, policies, manuals, procedures, and other job-related printed or drawn materials.

a. read and interpret basic printed material required of the job 9 8 7 6 5 4 3 2 1 N/A ☐

b. read and interpret blueprints, shop sketches, and specifications 9 8 7 6 5 4 3 2 1 N/A ☐

c. read and interpret tables, charts, and other graphic materials 9 8 7 6 5 4 3 2 1 N/A ☐

d. read and interpret technical manuals, handbooks, guides, and other job-related written materials 9 8 7 6 5 4 3 2 1 N/A ☐

e. interpret written directions and apply the information to job performance 9 8 7 6 5 4 3 2 1 N/A ☐

9. Communication Skills - The skills and knowledges associated with writing, speaking, sketching, and drawing to communicate ideas and information.

a. communicate ideas and information, in writing, to others 9 8 7 6 5 4 3 2 1 N/A ☐

b. communicate ideas and information orally to others 9 8 7 6 5 4 3 2 1 N/A ☐

c. develop and use sketches to communicate ideas and information to others 9 8 7 6 5 4 3 2 1 N/A ☐

10. Mathematical Skills - The ability to use and apply basic mathematics for solving problems related to job task performance.

a. use basic math skills needed to perform job tasks 9 8 7 6 5 4 3 2 1 N/A ☐

b. use functions such as addition, subtraction, multiplication and division to solve job-related mathematical problems 9 8 7 6 5 4 3 2 1 N/A ☐

c. apply math to improve job performance 9 8 7 6 5 4 3 2 1 N/A ☐

d. use math to compute and check task steps from blueprints and sketches 9 8 7 6 5 4 3 2 1 N/A ☐

e. use math to compute or convert readings from measuring instruments 9 8 7 6 5 4 3 2 1 N/A ☐

COMMENTS:

Number _____

Program _____

PLACEMENT OFFICE

PICKENS AREA VOCATIONAL-TECHNICAL SCHOOL

Jasper, Georgia 30143

EVALUATION OF FORMER STUDENTS BY SUPERVISOR

Information from the following questions will be used for the purpose of program improvement, and we need your input. Your response will be appreciated.

Step I: Please provide the information requested below:

Date _____

Name of Former Student _____

_____

Former Student's Position _____

Date of Initial Employment _____

Current Salary _____

Begining Salary _____

Company Name _____

Address _____

_____

Telephone _____

Name of Supervisor _____

Signature of Supervisor _____

Step II: Please respond to each of the questions by circling a number on the scale from 9 to 1. The ratings should be in terms of how well the former student performs on the job.

Thank you for your cooperation!

FOR EACH OF THE FOLLOWING ITEMS, CIRCLE A NUMBER FROM 9 TO 1. THE SCALE VALUES ARE:

EXCELLENT		ABOVE AVERAGE		AVERAGE		BELOW AVERAGE		POOR	NOT APPLICABLE
9	8	7	6	5	4	3	2	1	N/A ☐

1. Manual Job Skills - The skills for operating and/or using equipment, materials, and hand tools for accomplishing job tasks.

a. sets up equipment for task performance 9 8 7 6 5 4 3 2 1 N/A ☐

b. operates equipment for task performance 9 8 7 6 5 4 3 2 1 N/A ☐

c. uses hand tools required of the job 9 8 7 6 5 4 3 2 1 N/A ☐

d. uses measuring instruments required of the job 9 8 7 6 5 4 3 2 1 N/A ☐

e. provides proper care and maintenance for tools, instruments and equipment 9 8 7 6 5 4 3 2 1 N/A ☐

f. selects materials and supplies for the job 9 8 7 6 5 4 3 2 1 N/A ☐

g. uses materials and supplies economically 9 8 7 6 5 4 3 2 1 N/A ☐

2. Practical Job Knowledge - The use of applied information as it relates to job processes and procedures.

a. possesses basic knowledge to perform job tasks 9 8 7 6 5 4 3 2 1 N/A ☐

b. uses proper job related terms 9 8 7 6 5 4 3 2 1 N/A ☐

c. locates and selects job information from manuals, files, documents, or other sources 9 8 7 6 5 4 3 2 1 N/A ☐

d. follows and accomplishes work from own job planning 9 8 7 6 5 4 3 2 1 N/A ☐

3. Human Relations Skills - The ability to work with co-workers, customers, patients, superiors, and others during the process of job performance.

a. maintains positive working relationships with co-workers 9 8 7 6 5 4 3 2 1 N/A ☐

b. maintains positive working relationships with superiors 9 8 7 6 5 4 3 2 1 N/A ☐

c. maintains positive public relations with customers, patients, and clients 9 8 7 6 5 4 3 2 1 N/A ☐

d. accepts constructive criticism regarding job performance 9 8 7 6 5 4 3 2 1 N/A ☐

e. accepts responsibility for errors 9 8 7 6 5 4 3 2 1 N/A ☐

f. exhibits a cooperative attitude toward superiors and co-workers 9 8 7 6 5 4 3 2 1 N/A ☐

4. Attitude Toward Work - The performance on the job in terms of absenteeism, punctuality, rules, policies, and concern for personal appearance.

a. attends work regularly 9 8 7 6 5 4 3 2 1 N/A ☐

b. arrives at work on time 9 8 7 6 5 4 3 2 1 N/A ☐

c. follows policies and rules of the company 9 8 7 6 5 4 3 2 1 N/A ☐

d. maintains quality standards for the work 9 8 7 6 5 4 3 2 1 N/A ☐

e. takes pride in work 9 8 7 6 5 4 3 2 1 N/A ☐

f. adapts to new ideas, processes and procedures 9 8 7 6 5 4 3 2 1 N/A ☐

g. promotes the interests and goals of the company 9 8 7 6 5 4 3 2 1 N/A ☐

h. practices personal hygiene 9 8 7 6 5 4 3 2 1 N/A ☐

i. maintains appearance required of the job 9 8 7 6 5 4 3 2 1 N/A ☐

j. maintains appearance of the work station 9 8 7 6 5 4 3 2 1 N/A ☐

5. Theoretical Job Knowledge - The ability to apply knowledge and information concerning basic principles, theories, and concepts to job task performance.

a. is trained in basic principles, theories, and concepts regarding tasks of the job 9 8 7 6 5 4 3 2 1 N/A ☐

(Please continue on reverse)

b. uses basic theories and principles as a means for analyzing job problems 9 8 7 6 5 4 3 2 1 N/A ☐

c. applies theories and principles to solve practical job problems 9 8 7 6 5 4 3 2 1 N/A ☐

d. applies basic theories and principles to improve work process and procedures 9 8 7 6 5 4 3 2 1 N/A ☐

6. Organizing and Planning - The ability to organize the work station for orderly performance of job tasks, plan work in a logical manner, and use time and materials wisely.

a. organizes the work station efficiently 9 8 7 6 5 4 3 2 1 N/A ☐

b. plans work in a logical step-by-step procedure 9 8 7 6 5 4 3 2 1 N/A ☐

c. conserves time by logical performance of job tasks 9 8 7 6 5 4 3 2 1 N/A ☐

d. plans and selects materials and supplies needed for task performance 9 8 7 6 5 4 3 2 1 N/A ☐

7. Clerical Skills - The ability to keep records, record instrument readings, complete forms and requests, and assist in preparing reports regarding tasks of the job.

a. keeps job-related records 9 8 7 6 5 4 3 2 1 N/A ☐

b. reads and records information from meters, gauges, and other instruments 9 8 7 6 5 4 3 2 1 N/A ☐

c. collects and provides information for technical or other reports 9 8 7 6 5 4 3 2 1 N/A ☐

d. prepares requisitions, invoices, charts, tables, or printed documents 9 8 7 6 5 4 3 2 1 N/A ☐

8. Reading and Interpretive Skills - The ability to read, interpret and follow instructions from blueprints, sketches, tables, policies, manuals, procedures, and other job-related printed or drawn materials.

a. reads and interprets basic printed material required of the job 9 8 7 6 5 4 3 2 1 N/A ☐

b. reads and interprets blueprints, shop sketches, and specifications 9 8 7 6 5 4 3 2 1 N/A ☐

c. reads and interprets tables, charts, and other graphic materials 9 8 7 6 5 4 3 2 1 N/A ☐

d. reads and interprets technical manuals, handbooks, guides, and other job-related written materials 9 8 7 6 5 4 3 2 1 N/A ☐

e. interprets written directions and applies the information to job performance 9 8 7 6 5 4 3 2 1 N/A ☐

9. Communication Skills - The skills and knowledges associated with writing, speaking, sketching, and drawing to communicate ideas and information.

a. communicates ideas and information, in writing, to others 9 8 7 6 5 4 3 2 1 N/A ☐

b. communicates ideas and information orally to others 9 8 7 6 5 4 3 2 1 N/A ☐

c. develops and uses sketches to communicate ideas and information to others 9 8 7 6 5 4 3 2 1 N/A ☐

10. Mathematical Skills - The ability to use and apply basic mathematics for solving problems related to job task performance.

a. possesses basic math skills needed to perform job tasks 9 8 7 6 5 4 3 2 1 N/A ☐

b. uses functions such as addition, subtraction, multiplication and division to solve job-related mathematical problems 9 8 7 6 5 4 3 2 1 N/A ☐

c. applies math to improve job performance 9 8 7 6 5 4 3 2 1 N/A ☐

d. uses math to compute and check task steps from blueprints and sketches 9 8 7 6 5 4 3 2 1 N/A ☐

e. uses math to compute or convert readings from measuring instruments 9 8 7 6 5 4 3 2 1 N/A ☐

COMMENTS:

Number _____

Program _____

PLACEMENT OFFICE
PICKENS AREA VOCATIONAL-TECHNICAL SCHOOL
Jasper, Georgia 30143

EVALUATION OF PROGRAM BY INSTRUCTOR

Information from the following questions will be used for the purpose of program improvement, and we need your input. Your response will be appreciated.

Step I: Please provide the information requested below:

Date _____

Name _____

School _____

Program _____

Step II: Please respond to each of the questions by circling a number on the scale from 9 to 1. The ratings should be in terms of how you think your instructional program prepares students to function on the job in the area of their training.

Thank you for your cooperation!

FOR EACH OF THE FOLLOWING ITEMS, CIRCLE A NUMBER FROM 9 TO 1. THE SCALE VALUES ARE:

EXCELLENT		ABOVE AVERAGE		AVERAGE		BELOW AVERAGE		POOR	NOT APPLICABLE
9	8	7	6	5	4	3	2	1	N/A ☐

1. Manual Job Skills - The skills for operating and/or using equipment, materials, and hand tools for accomplishing job tasks.

a. set up equipment for task performance 9 8 7 6 5 4 3 2 1 N/A ☐

b. operate equipment for task performance 9 8 7 6 5 4 3 2 1 N/A ☐

c. use hand tools required of the job 9 8 7 6 5 4 3 2 1 N/A ☐

d. use measuring instruments required of the job 9 8 7 6 5 4 3 2 1 N/A ☐

e. provide proper care and maintenance for tools, instruments and equipment 9 8 7 6 5 4 3 2 1 N/A ☐

f. select materials and supplies for the job 9 8 7 6 5 4 3 2 1 N/A ☐

g. use materials and supplies economically 9 8 7 6 5 4 3 2 1 N/A ☐

2. Practical Job Knowledge - The use of applied information as it relates to job processes and procedures.

a. possess basic knowledge to perform job tasks 9 8 7 6 5 4 3 2 1 N/A ☐

b. use proper job related terms 9 8 7 6 5 4 3 2 1 N/A ☐

c. locate and select job information from manuals, files, documents, or other sources 9 8 7 6 5 4 3 2 1 N/A ☐

d. follow and accomplish work from own job planning 9 8 7 6 5 4 3 2 1 N/A ☐

3. Human Relations Skills - The ability to work with co-workers, customers, patients, superiors, and others during the process of job performance.

a. maintain positive working relationships with co-workers 9 8 7 6 5 4 3 2 1 N/A ☐

b. maintain positive working relationships with superiors 9 8 7 6 5 4 3 2 1 N/A ☐

c. maintain positive public relations with customers, patients, and clients 9 8 7 6 5 4 3 2 1 N/A ☐

d. accept constructive criticism regarding job performance 9 8 7 6 5 4 3 2 1 N/A ☐

e. accept responsibility for errors 9 8 7 6 5 4 3 2 1 N/A ☐

f. exhibit a cooperative attitude toward superiors and co-workers 9 8 7 6 5 4 3 2 1 N/A ☐

4. Attitude Toward Work - The performance on the job in terms of absenteeism, punctuality, rules, policies, and concern for personal appearance.

a. attend work regularly 9 8 7 6 5 4 3 2 1 N/A ☐

b. arrive at work on time 9 8 7 6 5 4 3 2 1 N/A ☐

c. follow policies and rules of the company 9 8 7 6 5 4 3 2 1 N/A ☐

d. maintain quality standards for the work 9 8 7 6 5 4 3 2 1 N/A ☐

e. take pride in work 9 8 7 6 5 4 3 2 1 N/A ☐

f. adapt to new ideas, processes and procedures 9 8 7 6 5 4 3 2 1 N/A ☐

g. promote the interests and goals of the company 9 8 7 6 5 4 3 2 1 N/A ☐

h. practice personal hygiene 9 8 7 6 5 4 3 2 1 N/A ☐

i. maintain appearance required of the job 9 8 7 6 5 4 3 2 1 N/A ☐

j. maintain appearance of the work station 9 8 7 6 5 4 3 2 1 N/A ☐

5. Theoretical Job Knowledge - The ability to apply knowledge and information concerning basic principles, theories, and concepts to job task performance.

a. trained in basic principles, theories, and concepts regarding tasks of the job 9 8 7 6 5 4 3 2 1 N/A ☐

(Please continue on reverse)

b. use basic theories and principles as a means for analyzing job problems 9 8 7 6 5 4 3 2 1 N/A ☐

c. apply theories and principles to solve practical job problems 9 8 7 6 5 4 3 2 1 N/A ☐

d. apply basic theories and principles to improve work process and procedures 9 8 7 6 5 4 3 2 1 N/A ☐

6. Organizing and Planning - The ability to organize the work station for orderly performance of job tasks, plan work in a logical manner, and use time and materials wisely.

a. organize the work station efficiently 9 8 7 6 5 4 3 2 1 N/A ☐

b. plan work in a logical step-by-step procedure 9 8 7 6 5 4 3 2 1 N/A ☐

c. conserve time by logical performance of job tasks 9 8 7 6 5 4 3 2 1 N/A ☐

d. plan and select materials and supplies needed for task performance 9 8 7 6 5 4 3 2 1 N/A ☐

7. Clerical Skills - The ability to keep records, record instrument readings, complete forms and requests, and assist in preparing reports regarding tasks of the job.

a. keep job-related records 9 8 7 6 5 4 3 2 1 N/A ☐

b. read and record information from meters, gauges, and other instruments 9 8 7 6 5 4 3 2 1 N/A ☐

c. collect and provide information for technical or other reports 9 8 7 6 5 4 3 2 1 N/A ☐

d. prepare requisitions, invoices, charts, tables, or printed documents 9 8 7 6 5 4 3 2 1 N/A ☐

8. Reading and Interpretive Skills - The ability to read, interpret and follow instructions from blueprints, sketches, tables, policies, manuals, procedures, and other job-related printed or drawn materials.

a. read and interpret basic printed material required of the job 9 8 7 6 5 4 3 2 1 N/A ☐

b. read and interpret blueprints, shop sketches, and specifications 9 8 7 6 5 4 3 2 1 N/A ☐

c. read and interpret tables, charts, and other graphic materials 9 8 7 6 5 4 3 2 1 N/A ☐

d. read and interpret technical manuals, handbooks, guides, and other job-related written materials 9 8 7 6 5 4 3 2 1 N/A ☐

e. interpret written directions and apply the information to job performance 9 8 7 6 5 4 3 2 1 N/A ☐

9. Communication Skills - The skills and knowledges associated with writing, speaking, sketching, and drawing to communicate ideas and information.

a. communicate ideas and information, in writing, to others 9 8 7 6 5 4 3 2 1 N/A ☐

b. communicate ideas and information orally to others 9 8 7 6 5 4 3 2 1 N/A ☐

c. develop and use sketches to communicate ideas and information to others 9 8 7 6 5 4 3 2 1 N/A ☐

10. Mathematical Skills - The ability to use and apply basic mathematics for solving problems related to job task performance.

a. use basic math skills needed to perform job tasks 9 8 7 6 5 4 3 2 1 N/A ☐

b. use functions such as addition, subtraction, multiplication and division to solve job-related mathematical problems 9 8 7 6 5 4 3 2 1 N/A ☐

c. apply math to improve job performance 9 8 7 6 5 4 3 2 1 N/A ☐

d. use math to compute and check task steps from blueprints and sketches 9 8 7 6 5 4 3 2 1 N/A ☐

e. use math to compute or convert readings from measuring instruments 9 8 7 6 5 4 3 2 1 N/A ☐

COMMENTS

Number _____

Program _____

PLACEMENT OFFICE

PICKENS AREA VOCATIONAL-TECHNICAL SCHOOL

Jasper, Georgia 30143

EVALUATION BY STUDENTS

Information from the following questions will be used for the purpose of program improvement, and we need your input. Your response will be appreciated.

Step I: Please provide the information requested below:

Date _____

Name _____

(Signature)

Address _____

_____

Telephone _____

Reason for Termination:

Graduation _____ Completion _____

Other _____

If employed, provide the following information:

Company Name _____

Address _____

_____

Telephone _____

Position _____

Date of Initial Employment _____

Current Salary _____

Beginning Salary _____

Step II: Please respond to each of the questions by circling a number on the scale from 9 to 1. The ratings should be in terms of how well you feel you were prepared to do the job for which you were trained.

Thank you for your cooperation!

FOR EACH OF THE FOLLOWING ITEMS, CIRCLE A NUMBER FROM 9 TO 1. THE SCALE VALUES ARE:

EXCELLENT		ABOVE AVERAGE		AVEPAGE		BELOW AVERAGE		POOR	NOT APPLICABLE
9	8	7	6	5	4	3	2	1	N/A ☐

1. Manual Job Skills - The skills for operating and/or using equipment, materials, and hand tools for accomplishing job tasks.

a. set up equipment for task performance 9 8 7 6 5 4 3 2 1 N/A ☐

b. operate equipment for task performance 9 8 7 6 5 4 3 2 1 N/A ☐

c. use hand tools required of the job 9 8 7 6 5 4 3 2 1 N/A ☐

d. use measuring instruments required of the job 9 8 7 6 5 4 3 2 1 N/A ☐

e. provide proper care and maintenance for tools, instruments and equipment 9 8 7 6 5 4 3 2 1 N/A ☐

f. select materials and supplies for the job 9 8 7 6 5 4 3 2 1 N/A ☐

g. use materials and supplies economically 9 8 7 6 5 4 3 2 1 N/A ☐

2. Practical Job Knowledge - The use of applied information as it relates to job processes and procedures.

a. possess basic knowledge to perform job tasks 9 8 7 6 5 4 3 2 1 N/A ☐

b. use proper job related terms 9 8 7 6 5 4 3 2 1 N/A ☐

c. locate and select job information from manuals, files, documents, or other sources 9 8 7 6 5 4 3 2 1 N/A ☐

d. follow and accomplish work from own job planning 9 8 7 6 5 4 3 2 1 N/A ☐

3. Human Relations Skills - The ability to work with co-workers, customers, patients, superiors, and others during the process of job performance.

a. maintain positive working relationships with co-workers 9 8 7 6 5 4 3 2 1 N/A ☐

b. maintain positive working relationships with superiors 9 8 7 6 5 4 3 2 1 N/A ☐

c. maintain positive public relations with customers, patients, and clients 9 8 7 6 5 4 3 2 1 N/A ☐

d. accept constructive criticism regarding job performance 9 8 7 6 5 4 3 2 1 N/A ☐

e. accept responsibility for errors 9 8 7 6 5 4 3 2 1 N/A ☐

f. exhibit a cooperative attitude toward superiors and co-workers 9 8 7 6 5 4 3 2 1 N/A ☐

4. Attitude Toward Work - The performance on the job in terms of absenteeism, punctuality, rules, policies, and concern for personal appearance.

a. attend work regularly 9 8 7 6 5 4 3 2 1 N/A ☐

b. arrive at work on time 9 8 7 6 5 4 3 2 1 N/A ☐

c. follow policies and rules of the company 9 8 7 6 5 4 3 2 1 N/A ☐

d. maintain quality standards for the work 9 8 7 6 5 4 3 2 1 N/A ☐

e. take pride in work 9 8 7 6 5 4 3 2 1 N/A ☐

f. adapt to new ideas, processes and procedures 9 8 7 6 5 4 3 2 1 N/A ☐

g. promote the interests and goals of the company 9 8 7 6 5 4 3 2 1 N/A ☐

h. practice personal hygiene 9 8 7 6 5 4 3 2 1 N/A ☐

i. maintain appearance required of the job 9 8 7 6 5 4 3 2 1 N/A ☐

j. maintain appearance of the work station 9 8 7 6 5 4 3 2 1 N/A ☐

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e. use math to compute or convert readings from measuring instruments 9 8 7 6 5 4 3 2 1 N/A ☐

COMMENTS: